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ABSTRACT

The effects of a graduate multicultural education course on 27 elementary and secondary teachers were studied. The subjects represented Chicano and Anglo ethnic groups. Teaching experience ranged from student teaching to eight years' experience. To help the subjects identify their own attitudes, questionnaires on ethnic and sex role identification were administered and discussed. During the course, discussions were held with ethnic and cultural groups and films were presented on the history and culture of various ethnic groups. Other activities included role playing and observing and analyzing non-verbal behavior. Pre- and posttests were given to determine the subjects' basic factual knowledge and their attitudes toward minority groups. Analysis of ethnic knowledge test results revealed that all groups scored within one point of each other and all groups gained in the posttest scores. There were no main effect differences in the pre- and posttest scores on the cultural attitude test. Males who had taught three years or less had fewer stereotypic attitudes than those who had taught more than three years. The opposite was true for females. Elementary teachers with more than three years teaching experience had fewer stereotypic attitudes than those with less experience. However, secondary teachers showed the reverse of this attitude. Subjects' ethnic heritage had no significant effect on the results of the cultural attitude test. The subjects had fewer stereotypic attitudes toward Native Americans after the course. No differences among groups were found in the cultural attitude subtest scores on blacks. The results suggest that a six-week course is not long enough to have a significant influence on attitudes. Test results are presented in tabular form. (JD)

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A STUDY OF THE EFFECTS OF MULTICULTURAL TRAINING ON THE FACTUAL KNOWLEDGE AND STEREOTYPIC ATTITUDES OF ELEMENTARY AND SECONDARY TEACHERS

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ABSTRACT

This study explores the effects of a multicultural course on factual knowledge and stereotypic attitudes of elementary and secondary teachers of culturally different students. The pre- and post-test scores on both an Ethnic Literacy Test and a Cultural Attitudes test, as well as six cultural attitude sub-tests were subjected to the analysis of variance for a repeated measure design with a factorial structure on the treatments: sex, ethnicity, level of public school teaching, and years of experience. Little support was found for the suggestion that multicultural courses might influence stereotypic attitudes.

A Study of the Effects of Multicultural Training on the Factual Knowledge and Stereotypic Attitudes of Elementary and Secondary Teachers

Multicultural education has received a great amount of attention in the last five years. Journal articles, conference presentations, and national associations have supported the inclusion of a multicultural component in teacher training programs. For instance, the National Council for Accreditation of Teacher Education (NCATE) has incorporated into the accreditation standards a strong multicultural education dimension that permeates all the teacher education program standards. Implicit within the standards is the belief that the multicultural dimension will be an effective means to intellectual and attitudinal enlightenment towards not only ethnic groups, but other cultural groups determined by religion, sex role, age, income, and nationality.

Teacher educators would probably agree that it is impossible to adequately prepare pre- and in-service teachers to teach children from all the suggested groups. However, some researchers (Hunter, 1974; Taylor, 1969) suggest that teaching interpersonal skills to teachers facilitates their relationships with students of diverse backgrounds. Other studies (Baker, 1977; Banks, 1971) point out that teachers, regardless of their ethnic backgrounds, tend to internalize and perpetuate societal attitudes toward ethnic groups. Included among the interpersonal skills needed for effective teaching are the abilities of teachers to clarify their attitudes and perceptions of

their own cultures and the influence their culture has on them. Once they have internalized their own feelings, they can then begin to understand the concepts of ethnicity and culture. These skills constitute what Glock, Wuthnow, Piliavin and Spencer (1975) call cognitive sophistication, the characteristic they found to discriminate less bigoted students from more bigoted students.

Little research seems to have been done on the effects of multicultural training on pre- and in-service teachers especially in the area of interpersonal skills. The current study was undertaken to begin to fill this void. Specifically, information was sought on three areas of awareness relevant to multicultural education:

1. Clarification of personal ethnic, cultural and sex role attitudes and identification.

2. Increased sensitivity to ethnic, cultural and sex role stereotypes and biases.

3. Acquisition of accurate information and realistic understanding of minority groups.

Subjects

The subjects were 27 graduate students enrolled in a multicultural education course at New Mexico State University. There were 13 male and 14 female students. Of the male students, six were Chicano and seven were Anglo, five were elementary school teachers and eight were secondary school teachers. Of the female students, seven were Chicana and seven were Anglo, five were elementary school teachers and nine were secondary school teachers. The classroom

experience of the subjects ranged from student teaching only to eight years of experience.

Insert Table 1 about here

Treatment

A number of activities were designed to focus on helping students clarify their attitudes about their own ethnic, cultural and sex role identification. Questionnaires on ethnic identity and sex role attitudes were administered and discussed. An individual ethnic profile was required from each participant. An analysis of each student's personal cognitive learning style led into discussions on cultural and sex differences in cognitive styles.

Awareness of ethnic and cultural groups was another focus of the course. Educators and community people, six individuals and one panel of eight, were invited to share their knowledge of specific ethnic and cultural groups. They discussed their personal experiences as members of minority groups and included incidents of cultural conflict. The students themselves presented films and film strips on the history and culture of various ethnic groups. Other activities included role playing, observing and analyzing non-verbal behavior, and researching the history and culture of minority groups.

METHODS

Instruments

An Ethnic Literacy test was administered during the first, and again during the last, week of the course. The test consists of 38

true or false items. The items relate to basic factual content relevant to minority groups in the United States.

A Cultural Attitude test on common stereotypic attitudes toward minority groups was also administered at the beginning and again at the end of the course. The test includes 44 items: eight concerning Asian Americans; nine concerning Native Americans; eight concerning Blacks; nine concerning Chicanos; five concerning Anglo Americans; three concerning Jewish Americans; one each concerning German and Italian Americans. The higher the score, the less likely the person will have stereotypic attitudes toward minority groups.

Analysis of the Data

The pre- and post-test scores on both the Ethnic Literacy test and the Cultural Attitudes test, as well as six cultural attitude subtests were subjected to the analysis of variance for a repeated measure design with a factorial structure on the treatments; the treatments being sex, male and female; ethnicity, Anglo and Chicano; years of teaching experience, less than or equal to three years and greater than three years; and school, elementary and secondary. Due to the scarcity of the data a separate analysis was performed for each combination of two treatments. The data on German and Italian Americans were not analyzed separately.

Correlational analysis was done on the data and no significant correlations were found between treatments or between tests.

RESULTS AND DISCUSSION

The results of the analysis of the data are presented below along

with a discussion of the possible conclusions to be drawn from the data. The results of each test and subtest are discussed separately.

Ethnic Literacy Test

The mean scores for all groups on the pre-test were within one point of one another. The post-test mean scores showed gain for all groups. There were no significant differences for the pre- and post-test scores except for a test by sex interaction. This interaction indicated that although both male and female students scored higher on the post-test, the difference in pre-test and post-test scores was larger for males (10.69) than for females (5.50) as can be seen in Table 2.

Insert Table 2 about here

The closeness of scores on the pre-test for all groups indicates relative homogeneity of the entire group of students in regard to their basic factual knowledge about minority groups in the United States. The difference in pre- and post-test scores indicates that the students did learn a number of facts about minority groups. One of the objectives for the students in the course was the "acquisition of accurate information about minority groups." The results of the Ethnic Literacy test confirm the effectiveness of the treatment in regard to this objective. In light of these positive results, it should be noted that this type of factual information can be presented in the context of a university course and the absorption and retention of the information can be measured.

The higher post-test scores for males indicate that the male stu-students learned and retained more factual information than the female students. This may be attributable to sex differences in motivation and/or learning style.

Cultural Attitude Test

There were no main effect differences in the pre- and post-test scores on the cultural attitude test. These results do not indicate effectiveness of the treatment in terms of the objectives for the students in the course which included "increased sensitivity to ethnic, cultural, and sex role stereotypes and biases." It is probable that a six week treatment (course) is inadequate time in which to provide enough appropriate experiences to prompt changes in deeply-ingrained values, ideas, and attitudes. Values and attitudes are both slow to change and difficult to measure. It is possible that the exposure to a variety of views and participation in activities designed to increase awareness of and sensitivity to cultural biases did have an effect on the subjects (students). Follow-up studies or more adequate means of measurement might disclose some changes in attitudes. Perhaps, subtle, unmeasurable shifts in perspective, in openness, in readiness to change, did occur.

Although no differences in pre- and post-test scores were significant, there were two significant interactions, sex by year and school by year.

Sex by year. The sex by year interaction showed that males who have taught less than or equal to three years scored higher than those who have taught more than three years. However, the opposite was true for females, That is, females with less than or equal to three years

of teaching experience scored lower on the Cultural Attitude test than those with more than three years of experience (see Table 3).

Insert Table 3 about here

Males who have taught three years or less have more positive, less stereotypic attitudes than those who have taught more than three years. The opposite is true for females. Those females who have taught three years or less have more negative and more stereotypic attitudes.

This reversal of the direction of attitude change with number of years of teaching between male and female teachers is an interesting finding. If further research confirms this finding, it would be important to explore why male teachers become less tolerant with more years of teaching while female teachers become more tolerant. It would be important to look for correlation with age and with other professions as well as with job satisfaction and career aspirations.

School by year. The school by year interaction showed that those teaching elementary school who have less than or equal to three years teaching experience scored lower than those with more than three years of experience. However, secondary school teachers with less than or equal to three years of teaching experience scored higher than those with over three years of experience (see Table 4).

Insert Table 4 about here

Elementary school teachers who have taught more than three years have more positive, less stereotypic attitudes than those who have

taught three years or less. Secondary school teachers show a reversal of the direction of attitude change. Those secondary teachers who have taught for more than three years have more negative, more stereotypic attitudes than those who have taught for three years or less.

An important research question to be explored related to this finding is why secondary school teachers become less tolerant with more years of teaching while elementary school teachers become more tolerant. These findings parallel the findings discussed above relevant to male and female teachers.

An initial direction for further research in this area might begin with the hypothesis that teachers are socialized by the students they teach. Differences in attitudes and behaviors of elementary school children as compared with secondary school youngsters are reflected in the direction and patterns of attitudinal change of the teachers.

Ethnicity of subjects. The fact that ethnicity had no significant effect on the results of the Cultural Attitude test deserves some consideration. Some differences in attitude might be expected between Anglo and Chicano teachers. No significant differences were found. It is possible that, due to the particular cultural environment, a blending of values and attitudes has taken place and attitudinal differences between Anglos and Chicanos that might be evident in other communities are not evident in some New Mexico communities. It is also possible that Chicanos who have obtained a college degree and teacher certification and are enrolled in a graduate course are not typical of Chicanos in any community. They have been acculturated

within the educational system to the point where their attitudes and values are not distinguishable from those of their Anglo counterparts. Further investigation might well focus on these and other questions relevant to values and attitudes of minority groups in regard to cultural groups as well as questions relevant to the process of acculturation.

Cultural attitude subtest on Asian Americans. There were three significant interactions found on the Cultural Attitude subtest on Asian Americans; namely, sex by school, sex by year, and school by year.

The sex by school interaction indicated that males teaching elementary school scored lower than those teaching secondary school, whereas females teaching elementary school scored higher than those teaching secondary school (see Table 5).

Insert Table 5 about here

From the sex by year interaction it is seen that males with less teaching experience scored higher on the test than those with more teaching experience. The reverse was true of the females (see Table 6).

Insert Table 6 about here

The school by year interaction is depicted in Table 7. It is seen that elementary school teachers with fewer years of teaching experience scored lower than those with more years of teaching experience

while the contrary is true for secondary school teachers.

Insert Table 7 about here

No obvious pattern concerning attitudes toward Asian Americans emerged from this study. It is hypothesized by the researchers that the results of the Cultural Attitude subtest on Asian American represent a lack of consistent or predictable behavior because of the lack of contact between subjects and Asian Americans.

Cultural attitude subtest on Native Americans. The subjects scored significantly higher on the post-test (15.37) than on the pre-test (14.81). Additionally, Chicanos scored significantly lower on the average (15.77) than Anglos (18.34).

In general, the subjects demonstrated more positive, less stereotypic attitudes toward Native Americans at the end of the treatment (course). This finding indicates a degree of effectiveness of the treatment in regard to Native Americans. This is the only ethnic group for whom the results showed any significant change in attitude. It is appropriate to explore possible differences in treatment or in initial attitudes of the subjects toward Native Americans. In terms of treatment, the opportunities to interact with a number of individuals of the cultural group and the amount of time spent in discussion and activities relevant to the particular group was greater for Native Americans than for any other cultural group studied. This might suggest that similar results would possibly occur for other cultural groups if the treatment were expanded to more closely approximate

that used for the Native Americans.

Another factor is the initial attitudes of the subjects. Many of the subjects expressed concern about the problems they faced in the classroom in working with Native Americans. This perceived need for understanding could represent a strong motivation for change. The fact that Chicanos scored significantly lower on the average than Anglos is of particular interest because this is the only subtest on which there were any significant differences between Chicanos and Anglos. The fact that Chicanos and Native Americans are the two largest minority groups in New Mexico might influence these findings. Further research might disclose similar interactions between minority groups depending on the cultural composition of the particular population studied.

There was also significant interaction between school and years of teaching. Elementary teachers with three or less years of teaching experience scored lower than those with more than three years of teaching experience. The opposite occurred with secondary teachers (see Table 8). These findings parallel those for the entire cultural attitude test.

Insert Table 8 about here

Cultural attitude subtest on Anglo Americans and Chicanos. A significant sex by school interaction was found on the Cultural Attitude subtest on Anglo Americans. While there was no significant difference in males due to school, female elementary school teachers

scored higher than female secondary school teachers (see Table 9).

Insert Table 9 about here

The results for the subtest on Chicanos were the same as that on Anglo Americans (see Table 10).

Insert Table 10 about here

In regard to attitudes toward both Anglos and Chicanos, the two largest population groups in New Mexico and the two groups represented by the subjects of the study, the only significant interaction was sex by school. Female elementary school teachers report less stereotypic attitudes than female secondary school teachers.

It might be hypothesized that the differences in attitudes and behaviors of high school students as opposed to elementary school pupils account for differences in the perceptions and attitudes of the teachers. However, since the results apply to female teachers only, this hypothesis is not adequate. It would be interesting to explore reasons for these differences between male and female teachers regarding their attitudes toward Anglos and Chicanos.

Cultural attitude subtest on Blacks. No significant differences were found in the scores on the Cultural Attitude subtest on Blacks other than sex by year interaction. This shows that while males with fewer years of teaching experience scored higher than those with more teaching experience, the females exhibited no significant differences in their scores due to years of experience (see Table 11).

Insert Table 11 about here

These results indicate that male teachers with more years of teaching experience express less tolerant, more stereotypic attitudes toward Blacks. It might be hypothesized that more exposure to the prejudiced attitudes of the community and the school influences the attitudes of these teachers. However, that does not account for the fact that only the males are affected.

Discussion

Results from the pre- and post-test on cultural stereotypes suggest that a six weeks course is not long enough to have significant influence on attitudes. If, however, there is a greater amount of information given, and if more opportunities are created for interaction with the minority group, a more positive and accepting attitude seems to be the result. Given the limitations of one study, the authors tentatively conclude that longer courses with more information and greater exposure to minority groups could result in less stereotyping and more acceptance.

Another tentative conclusion is derived from the authors' perception of the need for building more emphasis on self-awareness into course activities. It appears that perceived need to change on the part of the teachers (as in the case of Native American attitudes) motivates them to change. Included in the change is the self-recognition of lack of knowledge and understanding of the minority group. For example, when teachers report that Navajo children do not seem interested (which implies lack of verbal participation), the teacher with an awareness of Navajo culture can respond that at home

Navajo children are encouraged to be non-verbal. Helping other teachers and themselves to look for answers to cultural behaviors is an important attribute of cognitive sophistication.

The interactions of some of the variables raise some very critical questions that cannot be answered by this research. For instance, why do secondary teachers have more stereotypic attitudes with more experience than elementary teachers who become less stereotypic with more experience? Are the differences related to the school environments? Or are secondary teachers more apt to be socialized by their students? Is the atmosphere of a high school more conducive to biases?

The question of similar responses from Anglos and Chicanos and the question of Chicano attitudes toward Native Americans are most intriguing.

Finally, specifically in regard to attitudes toward Blacks, why were the males at both secondary and elementary levels more unaccepting of Blacks, than the females at both levels? Further research is needed to provide possible answers to these questions.

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Table 1

Subjects: Sex, Ethnicity, Level

and Years of Experience

Sex	Ethnicity		Levels		Yrs. Experience	
	Anglo/Chicano		Elem/Secondary		0-3/3+	
Female	7	7	5	9	7	7
Male	7	6	5	8	4	9

Table 2

Mean Pre- and Post-Test Scores on the

Ethnic Literacy Test by Sex

Sex	Pre	Post	Average
Male	21.31	32.00	26.65
Female	22.14	27.64	24.89
Average	21.74	29.74	

Table 3

Mean Score on Cultural Attitude Test

by Sex and Years of Teaching

Sex	Years of Teaching		
	Less than or Equal to 3 yrs.	Greater than 3 yrs.	Average
Male	91.38	80.50	85.94
Female	74.61	85.20	80.18
Average	79.77	83.86	

Table 4

Mean Score on Cultural Attitude Test

by School and Years of Teaching

School	Years of Teaching		
	Less than or equal to 3 yrs.	Greater than 3 yrs.	Average
Elementary	78.90	97.67	85.94
Secondary	84.25	75.67	80.18
Average	82.47	81.17	

Table 5

Mean Score on Cultural Attitude Subtest

on Asian Americans by Sex and School

	School		
Sex	Elementary	Secondary	Average
Male	13.67	15.86	14.85
Female	15.94	14.20	15.32
Average	15.04	15.17	

Table 6

Mean Score on Cultural Attitude Subtest

on Asian Americans by Sex and Years of Teaching

	Years of Teaching		
Sex	Less than or equal to 3 yrs.	Greater than 3 yrs.	Average
Male	17.13	13.83	14.85
Female	14.75	15.55	15.32
Average	15.94	14.74	

Table 7

Mean Score on Cultural Attitude Subtest

on Asian Americans by School and Years of Teaching

School	Years of Teaching		
	Less than or equal to 3 yrs.	Greater than 3 yrs.	Average
Elementary	14.40	15.35	15.03
Secondary	18.50	14.05	14.74
Average	15.94	14.74	

Table 8

Mean Score in Cultural Attitude Subtest

on Native Americans by School and Years of Teaching

School	Years of Teaching		
	Less than or equal to 3 yrs.	Greater than 3 yrs.	Average
Elementary	15.00	17.70	16.80
Secondary	22.33	16.28	17.03
Average	16.80	17.79	

Table 9

Mean Score on Cultural Attitude Subtest

on Anglo Americans by Sex and School

	School		
Sex	Elementary	Secondary	Average
Male	8.25	8.57	8.42
Female	8.77	6.20	7.86
Average	8.57	7.58	

Table 10

Mean Score on Cultural Attitude Subtest

on Chicanos by Sex and School

	School		
Sex	Elementary	Secondary	Average
Male	13.58	15.86	14.81
Female	18.33	14.20	16.86
Average	16.43	15.17	

Table 11

Mean Score on Cultural Attitude Subtest

on Blacks by Sex and Years of Teaching

	Years of Teaching		
Sex	Less than or equal to 3 yrs.	Greater than 3 yrs.	Average
Male	18.50	14.67	15.85
Female	15.75	16.75	16.46
Average	17.13	15.76	